

## The nature of learning: presentation notes

These notes accompany The nature of learning presentation.

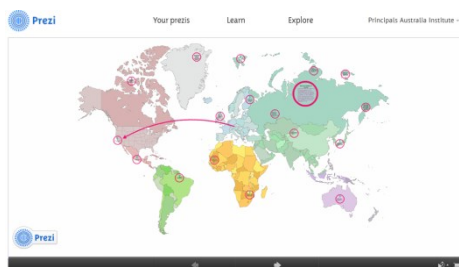
<http://prezi.com/lknlvxiwywje/the-nature-of-learning-using-research-to-inspire-practice/>

### Prezi tips

After opening the presentation, you can select the full screen icon at the bottom right of the screen.

To zoom in or out of a section either use your mouse scroll button or the plus/minus keys on the right of the presentation screen.

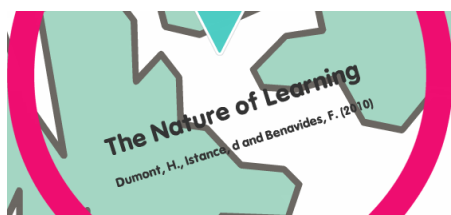
### Slide 1



Welcome.

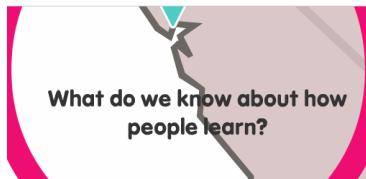
This presentation is based on a report by the Organisation for the Economic Co-operation and Development (OECD), an international organisation with representatives from 34 countries around the world, including Australia.

### Slide 2



The report titled The nature of learning: using research to inspire practice looks into the current pedagogical model in place in most schools today.

### Slide 3



The OECD team investigated what was known about how people learn and mapped it against what they felt was happening in the majority of schools.

### Slide 4



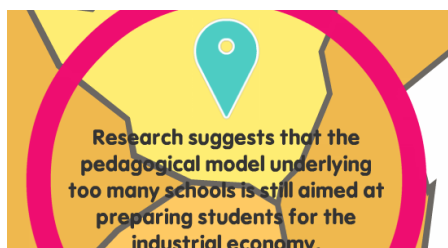
They researched what was known about a shift in practice to other theories within education.

### Slide 5



They considered the impact that family and other external factors had on education.

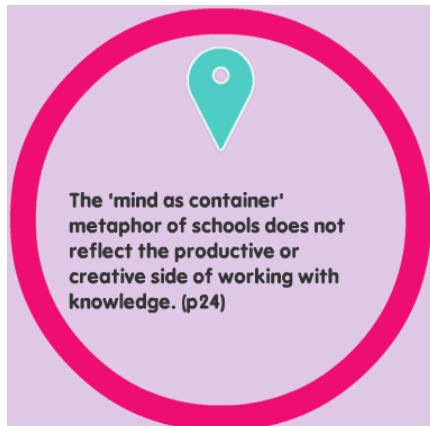
### Slide 6



What the research found was that many schools were still practising theories that were outdated.

One example is a theory that is sometimes dubbed 'instructionism', an educational model aimed at preparing students for the industrial age.

## Slide 7

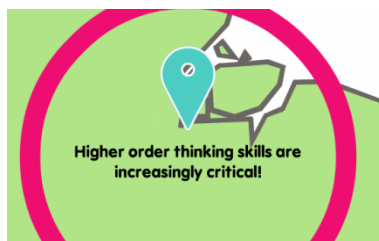


What goes on in many classrooms and schools is very different from the activities that are at the heart of knowledge-based enterprises.

For example many teachers are still using an approach that was developed from an industry perspective.

This methodology was initially used to develop skilled workers. It does not reflect the creative side of working with knowledge.

## Slide 8



The research and report found that in 21st century education, higher order thinking skills are increasingly critical to the workplace of today and tomorrow.

## Slide 9



We need to teach students to have the capability to be self-directed learners.

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## Slide 10



The use of multimedia technologies fits well within the Australian Curriculum General Capabilities framework and the Melbourne Declaration on the Education Goals for Young Australians.

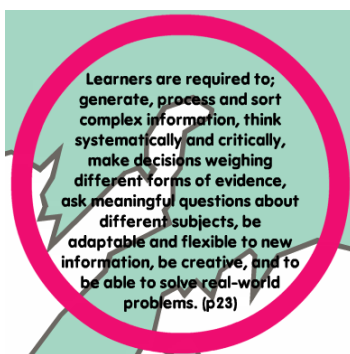
Both encourage the use of technology.

## Slide 11



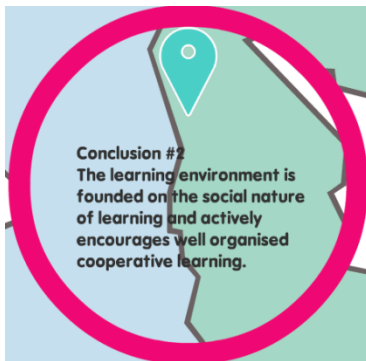
In wrapping up, the report came up with seven conclusions.

## Slide 12



A learning environment oriented around the centrality of learning encourages students to become 'self-regulated learners'. This means developing the 'meta-cognitive skills' for learners to monitor, evaluate and optimise their acquisition and use of knowledge. It also means being able to regulate one's emotions and motivations during the learning process.

### Slide 13



Effective learning is not purely a solo activity but essentially a distributed one. Individual knowledge construction occurs throughout processes of interaction, negotiation and co-operation.

Research shows us that the human brain is primed for interaction. However important self study may be, learning depends on interacting with others.

### Slide 14



The emotional and cognitive dimensions of learning are inextricably entwined. We need to understand the cognitive development, motivations and emotional characteristics of our students.

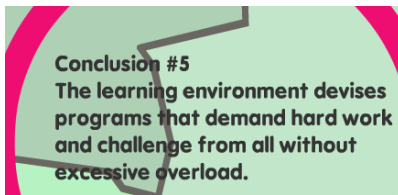
### Slide 15



Each student is different. They learn in different ways. They bring prior knowledge, differing abilities, learning styles, self efficacy beliefs and emotions that we need to consider as educators.

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## Slide 16



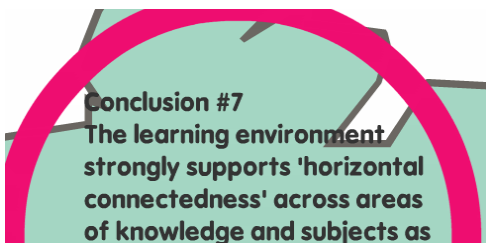
Learning environments are more effective when they are sensitive to individual differences, and learners need to be sufficiently challenged to reach above their existing level and capacity.

## Slide 17

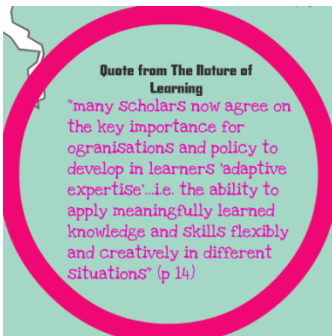


Assessment is critical for learning. The nature of assessment defines the cognitive demands of the work students are asked to undertake. When assessment is authentic and in line with educational goals it is a powerful tool in support of learning.

## Slide 18



Discrete objects of learning need to be integrated into larger frameworks, understanding and concepts. The connectedness that comes through developing larger frameworks so that knowledge can be transferred across to address unfamiliar problems is one of the defining features of the 21st century competencies.



Many scholars now agree on the key importance for organisations and policy to develop is learners' 'adaptive expertise'... ie, the ability to apply meaningfully learned knowledge and skills flexibly and creatively in different situations.